Consolidated Annual Report, Program Year 2014 - 2015 Delaware

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

Consolidated Annual Report, Program Year 2014 - 2015 Delaware

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The Delaware Department of Education, Career & Technical Education workgroup and the Performance Management workgroup monitor and approve eligible recipients' local plans under Perkins, conduct qualitative program reviews, and engage eligible recipients in an on-going performance management routine throughout the academic year.

The Education Success Planning and Evaluation System requires eligible recipients to build a local plan which includes analyzing progress on all Perkins IV targets, setting associated goals and objectives, determining strategies and activities for achieving each goal, and evaluating progress on each goal and objective. Additionally, recipients must report on plans for meeting the needs of special populations. CTE staff are responsible for approving and monitoring recipients Perkin's plans and grant awards. This work is conducted in partnership with the Performance Management workgroup before a local plan or improvement plan is approved. Fiscal monitoring occurs quarterly for each eligible recipient throughout the academic year. Additionally, CTE staff members review metrics and performance goals. Program metrics must demonstrate the needs of the recipient and represent sufficient progress toward meeting or exceeding the State's performance targets.

The programmatic approval process includes:

A review of the application narrative to ensure that activities support the requirements and intent of the Perkins IV legislation;

A review of program strategies and activities to meet performance levels; and

A review of allocations and expenditures to identify and prevent unallowable expenditures.

The fiscal approval process includes:

A review of budget close-out reports to ensure funds were expended as approved;

An annual review of data and documents (desk audit) to ensure program compliance; and

Provide technical assistance for program implementation in priority (high need or high risk) districts.

Qualitative reviews of local CTE programs and operational procedures of an eligible recipient are conducted on a five-year rotating schedule (minimally) and more frequently based on the identified needs and/or performance of an eligible recipient. The performance review includes both qualitative and compliance measures and is conducted using a data review process and analysis, self-assessment, interview, and final report.

The Office of Performance Management conducts on-going reviews for eligible recipients at the secondary level to align program performance with the strategic direction of the local education agency. The review frequency is based on the districts rating of needing intense, moderate, or minimum support. Perkins Performance targets are included in the Career and College Readiness portion of the performance review and a CTE staff member participates in each review.

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2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Technology is used to provide support and professional learning opportunities to administrators and educators in addition to being a required component of all new and expanding CTE programs of study.

The Department engaged in a statewide service contract with Schoology to provide all educators and students with access to a statewide learning management system and each recipient receiving Perkins funding is assigned a liaison. Support for CTE administrators and opportunities for just-in-time professional learning were developed and provided through Schoology and as part of the CTE liaison responsibility. The role of the liaison is to provide technical assistance to the eligible recipient and to act as a point of contact for all fiscal, performance, and programmatic routines. CTE liaisons work with recipients to ensure that all Perkins' regulations are being followed through both face-to-face and online formats. Additionally, CTE liaisons provide technical assistance on the use and expansion of technology into approved Career and Technical Education programs. Online professional learning for teachers was also conducted in specific program areas either during the summer or throughout the academic year. With regard to CTE program of study approval, State code requires all eligible recipients to provide evidence of technology integration through the program of study approval process.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The CTE workgroup was reorganized to align with the national career cluster model, support/develop CTE programs of study, conduct focused routines to improve program performance, and support eligible recipients through a tailored customer service model. Additionally, work was conducted through various formats to provide administrators and teachers with academic and technical professional development, host forums to seek public comment and feedback on policy and procedures specific to CTE, and provided teachers with course and program specific training for state-model CTE programs of study.

Internally, the expectations for all staff in the CTE workgroup have changed. Each staff member has a revised position description, is accountable to both the Director and his/her peers, and has been empowered to deliver work. The workgroup has internalized the mission and vision of the Department, charted a set of core values to guide work, and developed a theory of action to deliver service. Further, the workgroup has developed three overarching goals that guide the delivery of our work:

1.   Career & College Readiness: build comprehensive pathways (7-14+) for delivering academic and Career & Technical Education (CTE) that prepare all students for career advancement and continuing education;

2.   Shared Accountability: provide programmatic support and evaluation from kindergarten through career; and

3.   Professional Learning: establish robust partnerships with business and industry as well as higher education to support teachers and school system leaders.

The internal organization and structure of the workgroup is focused on delivery. Conversations, work routines, staff meetings, and the formal evaluation cycle have been aligned to the workgroup plan of work and quarterly delivery schedule. Processes to develop and produce work are discussed openly during check-in meetings and staff meetings, collaboration is sought throughout the cycle of product development, and a model of peer support has been developed both formally and informally. The internal transition and focus on a service oriented model of leadership has taken significant internal professional development. Professional development is on-going and is provided through peer coaching, feedback routines, workgroup meetings, and online using Schoology.

Delaware has adopted both the Common Core State Standards and the Common Career Technical Core. As part of the roll-out of the Common Core State Standards, CTE staff members worked with their academic counterparts to develop and implement professional development for secondary recipients which focuses on mathematics integration and English language arts instruction. Professional development was provided to district staff in the effective use of scientifically based research and data usage to improve instruction through the State's Common Ground for the Common Core initiative. This effort included representation from all staff in the Teaching and Learning branch and a broader effort to support the implementation of the Common Core State Standards and provide customized technical assistance to all districts. Focus areas included the use of close reading strategies and disciplinary literacy to ensure that all CTE students can demonstrate the capacities of a literate individual. Additionally, effort has been placed on supporting the appropriate integration of mathematics content in CTE courses to ensure all CTE students can exhibit the standards for mathematical practice. DDOE CTE staff provided technical assistance to CTE teachers, middle and high school counselors, and district administrators to better align their work with national content standards and industry standards as well as the integration of academic standards which includes the Common Core and the Next Generation Science Standards.

The Department revised the State Policy and Procedures for CTE programs of study. A series of public meetings and forums with teachers, school counselors, and administrators were held to discuss the future state of CTE and seek public comment on a system of shared accountability. Both state and national experts participated in development of the Delaware Policy and Procedures for CTE Programs of Study. Public meetings were held in the fall and spring of the academic year and more than 100 participants attended each session.

The Department developed and launched a series of state-model CTE programs of study that include course and program specific professional learning opportunities. State-model programs of study were established in advanced manufacturing, biomedical science, computer science, culinary and hospitality management, and engineering. Professional learning for advanced manufacturing was developed in partnership with and offered through the Delaware Manufacturers Association and Delaware Technical Community College. Professional learning for biomedical science, culinary and hospitality management, and engineering was developed in partnership with and offered through the University of Delaware. The Delaware Restaurant Association, Delaware Technical Community College, and the University of Delaware also partnered to provide professional learning for culinary and hospitality management. Professional learning for computer science was developed with and offered through Delaware State University and the University of Delaware. Each professional learning experience included course specific training conducted during the summer and on-going follow-up through the academic year.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Preparation for non-traditional fields and support to eligible recipients was provided through the Student Success Plan, which is required of all students through Delaware regulation, through a focused improvement model that was implemented in partnership with the National Alliance for Partners in Equity (NAPE), and through a collaborative effort to engage employers through the Success Pathways and Roads to Careers (SPARC) initiative.

State regulation requires all students between the eighth and twelfth grades to participate in the Student Success Plan process. The Student Success Plan is a plan encompassing a minimum of five years, including one year beyond high school. The plan is developed and updated annually by the student, the student's advisor, at least one other staff member, and the student's parent(s), guardian(s) or relative caregiver. The Student Success Plan includes courses needed to prepare for immediate entry into the workforce or opportunities to pursue post-secondary education. The plan also includes the support services necessary for each student to graduate from high school. Information on the Student Success Plan is available at the following web site: www.doe.k12.de.us/dess/espes.shtml. The Delaware Department of Education provides online access to the Student Success Plan, which is designed to empower students to explore possibilities, develop a plan, and achieve their future goals. The website is interactive, user-friendly and focuses on careers and college, helps students set goals and develop a plan for academic and technical coursework, and helps to outline activities or experiences to accelerate career and college readiness during high school. The Delaware Department of Education integrated the Student Success Plan into the program of study approval process.

The CTE workgroup expanded its partnership with NAPE to identify barriers affecting student recruitment and retention into nontraditional careers at specific secondary recipients that have not met non-traditional participation or completion targets. The CTE workgroup and NAPE staff led training at two school districts to identify root causes impacting enrollment and completion, focused data conversations, and targeted professional development. This work occurred throughout the academic year and included face-to-face training and online support/coaching.

The SPARC initiative is co-lead by the CTE workgroup, the United Way of Delaware, and the Delaware Workforce Development Board and provides schools with access to the Career Cruising ccInspire platform. The ccInspire platform is designed to connect students with area employers to ensure that students have access to coaching and opportunities to seek career counseling. During the reporting year, seven secondary schools piloted ccInspire, which impacted more than 5,000 students. There were more than 100 employers on-boarded to the system and there were more than 150 career coaches trained.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Support for special populations is provided as part of the local planning process (consolidated grant application) and is included in the qualitative review process for eligible recipients.

As part of the consolidated grant application each secondary recipient applying for federal Perkins funds must provide support for special populations. Post-secondary recipients must document support for special populations through the RFP process. All eligible recipient responses include the following information:

The process used to review the career and technical education programs offered at the district/institution, including the identification of barriers for students in special populations to access programs;

The strategies used to mitigate any identified barrier that negatively impacts participation and success in approved Career and Technical Education courses;

The process and support services used to enable special populations to meet the Perkins Performance targets; and

The process used to assure that individuals who are members of special populations are not discriminated against in their pursuit of study in all career and technical education areas.

These responses are closely monitored by CTE workgroup staff. Recipients not meeting the needs of special populations receive technical assistance through the CTE workgroup and Exceptional Children workgroup.

As mentioned previously, the qualitative review process for local systems of CTE includes a data review, self-assessment, a focused interview with all eligible recipients, and creation of a final report which describes commendations, recommendations, and immediate next steps. At the secondary level, the data review includes a detailed breakdown of CTE concentrator enrollment by gender, race/ethnicity, and special population to ensure the population of students served by CTE reflects comparable enrollment at the school level. Additionally, eligible recipients document the services provided to CTE students to ensure access and opportunity to complete a CTE program of study. During the interview portion, CTE teachers and special education teachers are interviewed to ensure collaboration. In addition, staff from the Exceptional Children workgroup have partnered with staff from CTE workgroup to review program of study applications and better align the Student Success Plan within the programs of study framework. The result is a greater emphasis on appropriate supports/services for students as part of the consolidated grant application and inclusion of appropriate support services within a program of study.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance was provided through the development of policy and procedures for CTE programs of study and based on the needs of eligible recipients as part of the CTE liaison role. Technical assistance was provided by staff members at specific points in the academic year and on an as needed basis.

The development of policy and procedures for CTE programs put into practice the Department's vision for CTE, and creates the expectation that all CTE programs will prepare students for career and college readiness. The policies and procedures define a program of study model that can either be developed at the state or local level and aligns secondary career programs with continuing education and workforce development. Further, the policy lays the groundwork for more rigorous expectations in all CTE programs and a structure of shared accountability between the Department, LEAs, and other federal job-training programs.

To empower eligible recipients and ensure work is guided by the end-user, the CTE workgroup established an ad-hoc advisory group known as the CTE Guiding Coalition. These interactions create an opportunity for eligible recipients to meaningfully partner with the eligible agency to develop and review all policy using both internal and external stakeholders and showcase this work as a collaborative effort to others in the education and/or business community. It also ensures that the vision for CTE programs expands beyond the normal routine to include a variety of career opportunities for students and a more fluid model of continuing education and workforce development. As such, outreach was conducted internally and externally. One example is the outreach conducted to School Chiefs and their leadership teams, which was rated the highest of all sessions conducted in 2014.

Proactive and on-demand technical assistance for all eligible recipients is provided in the following areas:

Support for Education Success Planning and Evaluation processes;

Information dissemination via in-person meetings and website content;

Development of standardized data reports to assist with Perkins data reporting;

Development and deployment of software application (eSchoolPlus CTE user-defined screen) to input Perkins-related data ;

Advice and assistance for district and school-level Career and Technical Education programs or activities; and

Assistance with end of pathway (technical skill attainment) assessment selection, curricular alignment, and implementation.

Shared accountability and professional learning are cornerstones of the CTE workgroup and included as part of each CTE staff members position description and plan of work. Each staff person is responsible for engaging a specific number of eligible recipients through their work as a CTE liaison. Additionally, each staff person is leading work that is program specific and/or based on the identified needs of the eligible recipient. Support is provided through a model of tiered intervention for eligible recipients that have not met negotiated performance measures or to address specific gaps in service at the system level.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

10000

Number of students participating in Perkins CTE programs in state correctional institutions:

340

Describe the CTE services and activities carried out in state correctional institutions.

Perkins monies will be used at three prison education programs: James T. Vaughn Correctional Center; Dolores Baylor Women's Correctional Institution; and the Sussex Correctional Institution.

James T. Vaughn Correctional Center Auto Technology – This prison vocational program provides instruction in Automobile Technology including: detailing, general maintenance, engine repair, automatic transmission/transaxle; suspension and steering; brakes; electrical/electronic systems; heating and air conditioning; and engine performance. All instruction focuses on the content needed to receive ASE certification. There are approximately 30 students served annually. Upon exit from the Level 5 prison, offenders are assisted to take their ASE certification tests and are provided information on how to connect with their local Department of Labor for job search.

HVAC – This program provides HVAC instruction aligned with NCCER standards. Through this program, students complete the NCCER HVAC Core curriculum and participate in a hands-on apprenticeship component. There are approximately 30 students served annually. The students completing this program attain an NCCER certification. Upon leaving this program offenders are provided information on how to connect with their local Department of Labor for job search.

Plumbing – This program provides Plumbing instruction aligned with NCCER standards. Through this course of study, students complete the NCCER Plumbing Core curriculum and participate in a hands-on apprenticeship component. There are approximately 30 students served annually. Upon leaving this program offenders are provided information on how to connect with their local Department of Labor for job search. Sussex Correctional Institution

Computer Applications - This program provides training in the use of the Microsoft Office Suite and Adobe Master Collection application software collections. The areas of instruction include: word processing, spreadsheet applications, presentations, data base development, HTML programming, SQRL programming, website development, and network development. Approximately 125 offenders are served each year in this program. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Masonry - This program provides training in 4 levels of National Center for Construction Education and Research (NCCER) including: a core curriculum introduction to craft skills; skills for basic brick laying; measuring, drawing and design specification;, installation techniques; residential plans and drawing interpretation, high rise construction, and specialized materials and techniques. Approximately 40 offenders are served annually. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Dolores Baylor Women's Correctional Institution

Culinary Arts - Students in the Culinary Arts Program receive nationally recognized instruction in the food industry and are ready for work upon completion. Instruction is provided in the following areas: hospitality, services, sanitation and safety; Food Service Worker 1 and 2; Nutrition; Institutional Cooking; and Human Resources Management. Approximately 30-40 students are served on an annual basis. Completers receive their nationally recognized ServSafe certification. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Microsoft Applications - Students enrolled in the Microsoft Office classes receive instruction in computer basics, Microsoft Word, Excel, Publisher, PowerPoint and in MS Publisher. Students learn the fundamentals of each of these programs. They use these skills to communicate via documentation, presentation skills, charts/graphs and manage data and finances. Approximately 55 students are served in this program annually. Students are provided with information on how to connect with their local Department of Labor for job search upon exit.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

10000

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

2

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

The Department of Services for Children, Youth, and their Families (DSCYF), Division of Management Support Services (DMSS), Office of Curriculum and Assessment, provides services through the Culinary and Hospitality Management program of study. Although only two of the five students involved in the program were classified as special educations students, all five students were exposed to various degrees of trauma and required various treatment and/or therapy. The first level course, Fundamentals of Culinary Arts & Hospitality, was conducted at the Ferris School for Boys, . The second level course, Advanced Food Production & Hospitality Management, was offered in at the Ferris School for Boys. Four of five students earned the ServSafe Food Handler Certification by completing ninety hours of coursework and thirty-six hours of practicum experience. All five completed the courses with an 80% plus average. The students also worked together to cater a course level graduation ceremony. Over thirty (30) family, friends and dignitaries attended the luncheon which included a keynote speaker from the International Culinary School at The Art Institute of Philadelphia and National Treasurer of the American Culinary Federation. Student survey data indicate a high rate of program satisfaction.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

The CTE staff provided technical assistance to charter school personnel, including those with current charter approval as well as those actively seeking state approval. This includes support for CTE program development, funding, accountability, and fiscal requirements. The CTE team works closely with the Department's Charter office to review new charter applications in addition to existing charters that are applying for a CTE program of study. In addition, charter school staff are included in all professional development opportunities and are required to report on Perkins accountability measures.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

While the organizational structure and coding system for CTE shifted from teacher certification areas to the Career Clusters framework as part of a larger effort to align education programs to an occupational coding structure, support for Family and Consumer Sciences (FCS) remained consistent. FCS programs were expanded in the area of Culinary & Hospitality Management as part of the State's effort to benchmark CTE programs of study in high growth areas. Seven local programs applied for and received funding to adopt the state-model program of study in Culinary and Hospitality Management. The CTE workgroup partnered with the University of Delaware and the Delaware Restaurant Association to support teachers and offer professional learning.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Adult and opportunity youth are supported through the extensive CTE offerings provided in the evenings by our three regional Career and Technical Education Centers. Each county resident has access to academic and technical course offerings through each center.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Eligible recipients are encouraged to use state generated CTE funding and/or federal Perkins funds to assist special population students in transitioning from school to meaningful employment.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Delaware has heavily invested in the implementation of the Common Core State Standards and is working with all districts to create and monitor a two-year plan for implementation. Career and Technical Education teachers are part of this overall initiative. Secondary recipients are encouraged to partner with other districts within and/or across the state. In addition Career and Technical Education staff serve on the Common Core Steering committee.

Additionally, the policy and procedures for CTE programs of study define the relationship between academic and technical skill development in a state or local program of study. Through the establishment of state-model programs of study, the Department can make scalable career programs that have the potential to significantly impact Delaware's economy and ensure that LEAs and teachers receive the necessary support to implement this work at a high level. Further, state programs provide the opportunity to more strategically build relationships with institutions of higher education and business & industry representatives to provide students with increased access to early career and early college opportunities, which include but are not limited to: internships, cooperative education, work-based learning, on-the-job training, and apprenticeship as well as AP course participation, dual enrollment, and articulated college credit or advanced standing. Local programs of study allow LEAs to engage in work that is unique to their community and the type of service they would like to provide students. This policy establishes an avenue for innovative thinking and practice that can be used as a feedback loop to inform state policy and program development. The transition of policy and proof of concept generated by the state-model programs has been well received by LEA staff and the broader workforce development system.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The Governor's Office through the Department of Education and the CTE workgroup established the Delaware Pathways to Prosperity initiative which is a public-private partnership designed to develop career pathways in high-growth, high-demand occupations for all Delawareans. The guiding team consisted of representatives from the Department of Education, the Department of Labor, the Department of Economic Develop, the Delaware Workforce Development Board, and representatives from business & industry and institutions of higher education. Early work on this initiative was announced in the Governor's State of the State address. Following the announcement, the initiative began with a kick-off event in February 2015, which was hosted by Governor Markell and showcased national and state policy as well as business representatives and associations that are committed to supporting the model. More than 175 representatives from business & industry and LEA staff attended the event. Through the Pathways initiative, the CTE workgroup began the development of state-model CTE programs of study as part of a more robust career pathway model. The resulting work has produced six state-model programs of study that are available for LEA implementation beginning in the 2015 – 2016 school year. Each program provides LEAs with the following:

·   Curriculum and assessments that are aligned to the Common Core State Standards and national/state technical standards as well as the prerequisite expectations of partners in business & industry and institutions of higher education;

·   Course specific professional learning opportunities for teachers which promotes a professional learning community and opportunity for continuous skill development;

·   Work-based learning experiences and industry mentored projects that are embedded in the curriculum and provide LEAs with an opportunity to engage business & industry partners to help deliver coursework; and

· A national and state network of support for program implementation and student growth that includes technical assistance, student scholarships, student leadership development experiences and competitions, as well as the opportunity for students to earn early college credit and seek industry certification.

Additionally, the Delaware Department of Education partners with districts, institutions of higher education, adult education providers, and business and industry representatives to continuously improve and expand Career and Technical Education programs. Funds were used to support the following:

Collaboration with districts and institutions of higher education to ensure effective implementation and use of Student Success Plans;

Collaboration with districts, institutions of higher education, and business and industry representatives to develop state-model CTE programs of study;

Collaboration with districts, institutions of higher education, and business and industry representatives to develop high quality, standards-based, technologically and academically integrated instructional units for state-model programs of study;

Collaboration with districts and adult education providers to coordinate district's apprenticeship education programs with the Department of Labor and the Governor's Council on Apprenticeship and Training;

Collaboration with teachers and administrators to revise State policy and procedures for developing and approving local and state-model CTE programs of study; and

Collaboration with the Delaware Higher Education Office to ensure that institutions of higher education have a strong Career and Technical Education connection. The Delaware Higher Education office and the Career and Technical Education work group are in the same branch-Teaching and Learning.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

The Delaware Department of Education Career and Technical Education staff helped update the Student Success Plan regulation and implementation procedures. This work was conducted in conjunction with several workgroups in the Teaching and Learning Branch and is part of the Department's Career and College Ready work plan. Additionally, the CTE workgroup partnered to support the SPARC initiative.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The CTE workgroup has taken on the responsibility of developing state-model CTE programs of study for demand driven occupations. This work is part of the State's effort to align education and workforce development and ensure that robust career pathways are offered for students in high growth areas. Each state-model program of study includes advanced standing agreements with both two- and four-year institutions of higher education. These advanced credits are either established through articulation or dual enrollment. Additionally, the CTE workgroup revised the expectations for all CTE programs of study to include established post-secondary relationships prior to approval.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Career and technical student organizations are an important part of a complete career and technical program. Instructors are encouraged to integrate requirements of competitions into classroom instruction so all students can take part, at some level, in the opportunities career and technical student organizations provide.

Business Professionals of America

Students participated in 53 state and national competitive events related to their business and finance education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students. Business Professionals of America students and advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with DECA)

State Officer Winter Planning Seminar

State Officer Monthly Meetings

Statewide Leadership Summit

Quarterly Board of Directors Meetings

State Fall Leadership Conference (joint with DECA)

State Leadership Conference

National Leadership Conference

DECA: An Association of Marketing Students

Students participated in 42 state and national events related to their marketing education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students. DECA students & advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with BPA)

State Officer Winter Planning Seminar

State Officer Monthly Meetings

Monthly Advisory Board Meetings

State Fall Leadership Conference (joint with BPA)

Regional DECA Leadership Conference (NARCon)

State Career Development Conference

International Career Development Conference

FFA

Students participated in over 20 state and national career development activities related to their course of study. Students took part in the following activities to assist in professional and leadership development:

State sponsored State Officer Leadership Training

Planning and conducting the State FFA Awards Breakfast

National FFA sponsored National Leadership Conference for State Officers

State Fall Leadership Conference for Chapter Officers

National FFA Presidents Conference (State President and Vice President)

78th State FFA Convention

National FFA Convention

National Officer Training visit

Twice a month state officers meetings

State, regional, and national career development activities.

Technology Student Association (TSA)

Students and advisors took part in the following activities to assist in leadership training:

State Officer Leadership Summer Training Seminar

State Officer Monthly Meetings

National TSA Leadership Conference

Fall Leadership Conference

State TSA Conference and Competitive Events

National TSA Conference

SkillsUSA

Students and advisors took part in the following activities to assist in leadership training:

Spring Leadership Conference

State Officer Monthly Meetings

National Skills USA/VICA Conference

State Officer Leadership Summer Training Seminar

Educators Rising

Students and advisors took part in the following activities to assist in leadership training:

State officer monthly meetings

State leadership Conference

Competitive Events

National Educators Rising Conference

State Officer Training

Fall Leadership Training

Family Career and Community Leaders of America (FCCLA)

Students and advisors took part in the following activities to assist in leadership training:

State Officer Monthly Meetings

State Spring Leadership Conference and Competitive Events

National FCCLA Conference

State Officer Training

Fall Leadership Meeting

Regional Cluster meeting training

Health Occupations Students of America (HOSA)

A Health Sciences, Education Associate was added to the CTE staff for the current school year. The new Health Sciences Associate has begun the process of creating a Delaware HOSA chapter. The new Education Associate has attended the following:

HOSA National Leadership Conference

HOSA State Advisors Management Conference

National Consortium on Health Science Education (NCHSE) Annual Board of Directors' Meeting

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

All CTE courses must be approved by the CTE workgroup and meet the expectations for a CTE program of study. This includes opportunities for work-based learning and technical skill attainment. These measures are included in the revised policy and procedures for local and state-model CTE programs of study and are pre-requisite expectations of all programs. Additionally, all courses must demonstrate alignment to current industry standards as part of the annual funding request.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

All CTE courses must be approved by the CTE workgroup and meet the expectations for a CTE program of study. This includes established relationships/partnerships with post-secondary institutions as well as business and industry or local/regional employers. These measures are included in the revised policy and procedures for local and state-model CTE programs of study and are pre-requisite expectations of all programs. Guidance is included in the policy and procedure tool to help eligible recipients engage employers as part of the program advisory committee. This expectation is also verified through the local plan and consolidated grant application. Additionally, measurement of work-based learning opportunities is included in the qualitative review process for CTE programs.

The CTE workgroup also works closely with the Delaware Advisory Council on Career and Technical Education (DACCTE). DACCTE actively promotes coordination, collaboration, and effective partnerships among business, industry, labor, education, and employment and training programs to help meet the economic needs of the state. The state of Delaware continues to fund the Advisory Council through state funding.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

The CTE workgroup has partnered with eligible recipients, institutions of higher education, and employers to develop six state-model CTE programs of study. They include programs in biomedical science, computer science, culinary & hospitality management, engineering, and manufacturing. This work was then targeted for expansion through the Reserve Fund. In total, 15 local education agencies and 19 high schools chose to adopt a state-model program of study and are currently providing service to students in one or more of these career areas.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Entrepreneurial concepts are embedded in various CTE programs of study and their related work-based learning experiences in addition to various Career and Technical Student Organization activities.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

The integration of labor market data and analysis for CTE program improvement is essential. As such, the workgroup has invested in the design and construction of a website to capture and report labor market data in partnership with the Delaware Department of Labor. The website is delivered through the Economic Development and Employer Planning System (EDEPS) or www.edeps.org/CppDeCluster.aspx. The website defines high-skill, high-wage, and high-demand career opportunities. Further, it provides a snapshot of employment projections that can be easily understood and sorted for a novice user. For a more experienced user, the data can be refined through the career cluster architecture and tied to the Standard Occupation Code (SOC) as well as the type of education & training programs (supply) at both the secondary and post-secondary levels and the characteristics that influence employment (demand) which include average rate of growth in real-time as well as the typical education, work-experience, and training requirements that are deemed necessary for employment. To support eligible recipients to use this work, the CTE workgroup developed an instructional tool to better present the data and a data review tool that is associated with state and local CTE program of study approval.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

Local Improvement Plans:

Secondary: the following number of sub-recipients did not meet at least 90% of the agreed upon performance target for the following indicators.

1S2 = 3

2S1 = 1

3S1 = 1

5S1 = 12

6S1 = 9

6S2 = 6

Post-secondary: the following number of sub-recipients did not meet at least 90% of the agreed upon performance target for the following indicators.

5P1 = 3

5P2 = 3